COMPARISON OF COGNITIVE, PERSONAL AND EMOTIONAL DOMAINS BETWEEN HEARING AND VISUALLY IMPAIRED ADOLESCENTS

A

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INTRODUCTION

Impairment is a complex term that includes multiple definitions, approaches and perspectives, each with its own distinct angle and purpose, ranging from the very narrow to very broad boundaries, and looks very differently from the point of view of various models- from the medical to social and from cultural to local. World Health Organization in 1980 defines it as "any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being". An impairment may be physical, cognitive, mental, sensory, emotional and developmental. International Labour Organization (1993) says that a disabled person is one "whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical or mental impairment". By considering the physical appearance and behavioral factors Rehabilitation Council of India (1992) states that a disabled person is one "Who in his/ her society is regarded as impaired, because of a difference in appearances and/ or behaviour, in combination with a functional limitation or an activity restriction". According to WA Disability Services Act (1993), a person must suffer from not less than forty percent of any impairment, to be certified for the same by a medical authority. A significant portion of our population has impairments which reduce their ability to effectively adjust with their environment. These impairments may be by birth or acquired through accident or disease . Impairment/s can affect a person’s capacity to communicate, interact with others, learn and get about independently. Impairment is usually permanent but may be episodic.

SENSORY IMPAIRMENT

A sensory impairment is the disability which affects one or more senses; sight, hearing, smell, touch, taste or spatial awareness. Sight and hearing loss are common sensory disabilities. Often these would be referred to as sensory impairments. They may be congenital or acquired. A person does not have to be affected with full loss of a sense to be sensory impaired. Kiani and Miller (2010) stated that, sensory

(visual and hearing) impairment has a significant detrimental impact on socio-cognitive and language development.

HEARING IMPAIRMENT

Hearing refers to the reception of sound by the ear, its analysis and transmission to the brain. The healthy, young auditory system can detect tones in quiet with frequencies ranging from approximately 20 to 20000 Hz. Hearing impairment is a loss or abnormality of physiological and anatomical structure or function of ear. It is a generic term refers to all degrees of hearing loss. A person suffering from hearing impairment has difficulty in perceiving or identifying sound clearly due to auditory problems. The impairment may be unilateral or bilateral. Hearing impairment could be categorized as follows:

Degree of Hearing Loss in dB	**Description**	**Implications**
Up to 26	Normal	No special class or treatment is necessary.
27–40	Slight	Difficulty in identify soft sound such as whispering.
41–54	Mild	Unable to hear clearly what others are saying during conversation. Hearing aids are necessary.
55–69	moderate	Unable to clearly hear loud noises such as telephone ring.
70–89	Severe	Can only hear very loud noises and sounds such as shouting or vacuum cleaner noise.
>90	Profound or extreme	Difficult to perceive any sound . Most individuals require a full-time special education program with specialized

		instruction in language and literacy development. Comprehensive support services are needed. A number of individuals might require the use of sign communication.

Stevens et.al (2011) found hearing impairment as a highly prevailed problem all over the world, especially in middle and lower income countries and there is a need of global attention towards the problem. Hearing impairment has a negative influence over all the domains of development. Bailly (2003) called hearing impairment a multifaceted condition with medical and social aspects. Individuals with hearing impairment are more likely to develop psychotic symptoms.

VISUAL IMPAIRMENT (VI)

It refers to a functional loss of vision. Significant Visual Impairment refers to loss of Visual Acuity (VA) and/or loss of visual field that makes it difficult or impossible for people affected to complete daily tasks without specialized adaptations. Visual Impairment is usually classified according to the Visual Acuity (VA) of the better eye and to visual field defects. Different definitions and classifications have been used in different contexts. The WHO standard definition defines "blindness as Visual Acuity of less than 3/60 in the better eye with the best possible correction as compared to that of 6/60 in India". The WHO functional definition, however, considers blindness starting at light perception or when a person has no usable vision. Similarly, a person with visual acuity better than 3/60 but equal or less than 6/60 is graded as “blind” in India, while WHO grades him as low vision. In India, the broad definition of visual impairment as adopted in the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 as well as under the National Programme for Control of Blindness (NPCB) it refers to a condition where a person suffers from either Total absence of sight or Visual Acuity not

exceeding 6/60 or 20/200 in the better eye even with correction lenses or Limitation of the field of vision subtending an angle of 20 degree or worse.

Categories of Visual Impairment:

Category	Range	WHO Definition	Indian Definition
0	6/6-6/18	Normal	Normal
1	< 6/18- 6/60	Visual Impairment	Low vision
2	< 6/60-3/60	Severe Visual Impairment	Blind
3	< 3/60-1/60	Blind	Blind
4	< 1/60-PL	Blind	Blind
5	NPL	Blind	Total Blindness

Magnitude of Problem

There are around 36million people in the world with complete blindness and 217 million people with severe or profound visual impairment. India currently has around 12 million blind people. The child with visual impairments must build up concepts of the world based on other senses and experience while visual experience and information is extremely useful in building concepts for children with typical development. These various developmental disorders make the complete experience of the child with visual impairments more restricted because the nature of the concepts that individual acquires depends on his range and quality of experiences. Therefore it may be expected that the concepts of the children with visual impairments are in some ways more restricted than those of sighted children (Tobin, 1972). Limitations in the visual tactile-kinesthetic experience lead to limitations in the formation of concept of operation of seriation (Maüešiü-Petroviü, Jablan, Vuþiniü & Eškiroviü 2005). Petrovic (2010) found that the achievement scores of children with visual impairment are different than their normal counterparts and

necessity of implementation multimodal oriented approach, which focuses the role of special education, behavior modification and cognitive rehabilitation was suggested in the work. Ground-breaking progress in the field of neuro-developmental disorders has allowed us far more insight into blindness and visual impairment (VI). The field of cognitive neuroscience has now established itself solidly in the literature, combining the knowledge from cognitive psychology, clinical studies related to brain damage and neuroscience to open the way to significant advances in understanding. In recent years the optimism engendered from the adult studies has played a large part in providing the impetus for developmental studies and in particular developmental neuroscience (Johnson, 2005: Tager-Flusberg, 1999). Vision influences all aspects of a persons' functioning; therefore, it influences the development of both social skills and social competence. Hill and Blasch (1980) stated that almost 85% of what is learned socially is mediated through the visual sense. Complete or partial vision loss complicates the process of receiving accurate and precise information about the social environment, understanding the context in which social activities take place, and correctly interpreting social concepts. Social acceptance and psychological well-being as essential prerequisites for the successful rehabilitation of all individuals make it imperative to explore the traumas, dilemmas, and challenges that people with disabilities experience. These have a significant influence on their self-view, adjustment pattern, and acceptance into the mainstream society. Self-esteem and adjustment act as crucial variables among the diverse factors that play a significant role in predicting psychosocial functioning of both people with and without disabilities. A strong relation was found to exist between self-esteem, adjustment (social, emotional, and academic), stress and anxiety, classroom behaviour, and behavioural problems.

NORMALITY

Shushruta stated the characteristics of normal " A person possessing the equilibrium of the triumvirate balanced condition of gastric fire and harmonious working of digestion, assimilation and elimination process the best mood of spirit, sense and mind, is said to be in perfect health or normal". Usually normality can be understood as an adequate feeling of security, adequate self -evaluation, adequate

spontaneity and emotionality, efficient contact with reality, adequate bodily desire and ability to gratify them, adequate self knowledge, integration and consistency of personality, adequate goals, ability to learn from experiences, ability to satisfy the requirements of the group, adequate emancipation from group or culture. Normality refers to a state when the development is matching to the standards of society and the individual is having typical, usual and expected behaviour and performance level at the same time the person does not have any structural and functional disturbances in physique and mind.

SELF DISCLOSURE

"Self" is the inner image of one's own personality, and self- disclosure is an important personality characteristic of an individual. Horney 1936, has remarked that more the individual ignores his real feelings, wishes and wants, more alienated, he is from the real self. This estrangement alienation from one real self is at the root of the neurotic personality of our time. According to Sinha (1973) "Self Disclosure i.e. letting another person know what you think, feel or want is the most direct means by which an individual can make himself known to another person and it is a must for healthy mental personality."Hurt and Gonzalez (2009) stated that hearing impairment has a negative impact over the interpersonal communications of adolescents. Rogers and Puchalski (1984) commented that where the child is visually impaired, both partners in the child-mother interaction are disadvantaged. While the child is deprived of visual information and the lack of effective communication by the mother, who cannot interpret the child's signals, the mother is deprived of positive and responsive cues from her child that would let her know that she is doing the right thing. Meighan (1971) and Beaty (1992) found that visual impairment could be responsible for feelings of incapacity and inferiority, which may be reflected in lack of social acceptance, low academic results, physical incapacity and poor social adjustment. Avenues for recreation are limited and adolescents, in particular, feel this loss. This may result in psychological problems and unwarranted aggressiveness. There is a need to explore the mechanisms of reducing, if not totally eliminating, this behaviour in visually impaired adolescents (Eniola, 2007). Understanding one's own emotions and the feelings of others is vital to forming friendships and developing healthy workplace

relationships. While sighted individuals receive the necessary clues by looking at others, people with vision problems are in a difficult position as they have no opportunity to learn about sighted perspectives. Their own reactive tendencies and the reactions of others affect their emotions. As a result, they feel more comfortable mixing with other visually impaired people rather than with their sighted peers. These children are less likely to initiate social contacts and often have problems with maintaining established social interactions (Kekelis and Sacks, 1988; Preusler,1993, as cited in Mc Gaha and Fraan, 2001). Also, according to Kekelis (1992) and Preisler (1993), they show rejecting and self-centered behavior in social interactions. Children with vision problems are less interested in friendships and have a tendency toward social isolation because they do not receive many positive responses from peers and because of their weaker engagement in social interactions (Celeste, 2006).

LANGUAGE CREATIVITY

Language is a system which is actually comprised of two sub-systems receptive and productive. Receptive sub-system pre-supposes two linguistic skills, i.e. listening and reading and productive sub-system pre-supposes two other skills, i.e., speaking and writing, expressive language in the output of the productive system. Sumangala (2014) found that linguistic abilities or language creativity is highly correlated with intelligence level and gender. Males are good at originality and elaboration dimensions of language. Cognition plays a vital role in enhancing creativity. For many problems, that "something more" is the ability to break set-restructuring the problem to see things in a new way, which leads to a sudden insight. It is more likely that leaving the problem for a time interrupts rigid ways of thinking so one can restructure view of the situation (Gleitman, Fridlund, & Reisberg, 2004)

Congenital hearing impairment resists a child from comprehending language and literacy skills (Pat 2007). Listening is a very important skill one needs to have to understand and use verbal language. Munn (2007) said that, Hearing impairment gives rise to communication gap among individuals as they cannot

comprehend the verbal language fully and also each word cannot be explained through sign language and this gap increases with age and it affects the quality of life of individuals.

A number of studies have demonstrated some specific delays and irregularities in early vocabulary acquisition and production, syntactic knowledge and acquisition of semantic concepts in children with Visual Impairment (Andersen, Dunlea, & Kekelis, 1984; Dunlea, 1989), but generally speaking the development and use of "regular language" is largely in line with that of sighted children (e.g. Landau & Gleitman, 1985). Studies with school-aged children have found that blind children do understand that vision endows color information and that this information is associated with objects and scenes. They have learnt then that bananas are generally 'yellow 'and that the sky is 'blue' and show the same expectations or predictions of the use of such color terms in verbal prose along with understanding the subtleties which the color terms are associated. While "regular language" skills such as articulation of speech, use of grammar, vocabulary level and conceptual understanding of the vocabulary in question, may enable a person to converse fluently, are not sufficient for achieving a successful socio communicative interaction with another person. For this, one must also master pragmatic language skills, i.e. using language appropriately in a given context. Vision is important for language development, as visually-driven attention in early childhood provides a framework within which language learning occurs (Tomasello & Farrar, 1986). The picture is somewhat unclear regarding language use for social and pragmatic purpose in children with Visual Impairment. Research studies looking primarily at preschool children with Visual Impairment, have raised concerns that children with congenital Visual Impairment tend to use stereotyped language, show impoverished use of gestures for communicative purposes and use questions, sometimes inappropriately and to a greater extent than typically developing sighted children. It has been suggested that pragmatic language of children with Visual Impairment has features that are similar to those of children with pragmatic language impairment (PLI) (Mills, 1993). Although it has been argued that such features of pragmatic language use of children with Visual Impairment may have an important function in promoting their cognition and social interaction by providing an adaptive strategy to

gather information, analyze speech, reduce memory load and avoid isolation. It was found that there are some irregularities in language presentation of children with congenital Visual Impairment (Tadic, Pring & Dale, 2008).

SUICIDAL IDEATION

The term 'suicidal ideation' refers to thoughts that life isn't worth living, ranging in intensity from fleeting thoughts through to concrete, well thought-out plans for killing oneself, or a complete preoccupation with self-destruction. These thoughts are not uncommon among young people. WHO (2016) reported that it is the second leading cause of death among 15-19 years old globally. Suicide does not just occur in high-income countries, but is a global phenomenon in all regions of the world. In fact, over 79% of global suicides occurred in low and middle income countries in 2016. The number of suicides in India had increased to 2,30,314 in the stated year.

"Experts in the field suggest that a suicidal person is feeling so much pain that they can see no other option. They feel that they are a burden to others, and in desperation see death as a way to escape their overwhelming pain and anguish. The suicidal state of mind has been described as constricted, filled with a sense of self hatred, rejection, and hopelessness" (Candian Mental Health Association, 2014). Common effects of a disability may include: mental health issues like anxiety and depression, loss of freedom and independence, frustration and anger at having to rely on other people, loss of self-esteem and confidence, especially in social situations (London Health, 2014). The existence of a impairments may also be a source of emotional maladjustment for individuals and their caretakers. Impaired individuals and their families have increased risk for poor health and poor economical quality of life outcomes when the impairments affects their socioeconomic status. Individuals with disabilities feel a more pressing urge to commit suicide because of feeling like a burden to friends, family and caregivers (Joiner, Ribeiro, & Silva, 2012). Suicidal thoughts have numerous causes and suicide attempts and suicide itself have been linked to both interpersonal and intrapersonal problems (Boergers, Spirito, & Donaldson, 1998). Suicidal thoughts

are often the result of feeling like one cannot cope when faced with an overwhelming and seemingly hopeless life situations (Vilhjalmsson, Sveinbjarnardottir, & Kristjansdottir, 1998). Earlier research on the effects of impairments on psychological distress and suicidality has shown that several disabilities increase psychological distress and increase suicidality in patients. Studies have found that deaf individuals have higher rates of psychiatric disorder than those who are hearing, while at the same time encountering difficulties in accessing mental health services. These factors might increase the risk of suicide. Findlay (2017) stated that many psychosocial factors such as negative social interactions and lower perceived ability to deal with stress were associated with depression and suicidal thoughts in adolescents. Visual impairment and blindness as risk factors in suicidality have received mixed acceptance in the past. Associations were apparent in combination with depression and non-ocular conditions like poor general health and physical illness. Rochow (2015) found that visually impaired individuals are more likely to develop suicidal thoughts due to challenges in their life and lack of social interaction.

AUTOMATIC NEGATIVE THOUGHTS

Thinking is the base of all cognitive activities or processes and is unique to human beings. It involves manipulation and analysis of information received from the environment. Thinking, is a higher mental process through which one manipulates and analyzes the acquired or existing information. Such manipulation and analysis occur by means of abstracting, reasoning, imagining, problem solving, judging, and decision-making. Automatic thinking refers to the automatic thoughts that stem from the beliefs people hold about themselves. Automatic thoughts can be considered at “surface-level, non-volitional, stream-of-consciousness cognitions” that “can appear in the form of descriptions, inferences, or situation-specific evaluations”. These automatic thoughts cannot be directly controlled by people. People can indirectly control these thoughts, though, by challenging the beliefs that lead to them. Negative automatic thoughts are associated with depressive symptoms, and vice-versa (Riley et al., 2017). Negative automatic thoughts can lead to burnout (Chang et al., 2017). Negative thoughts are associated with negative feelings such as sadness, anxiety, anger, and hopelessness. Often we are not aware of our negative thoughts as they

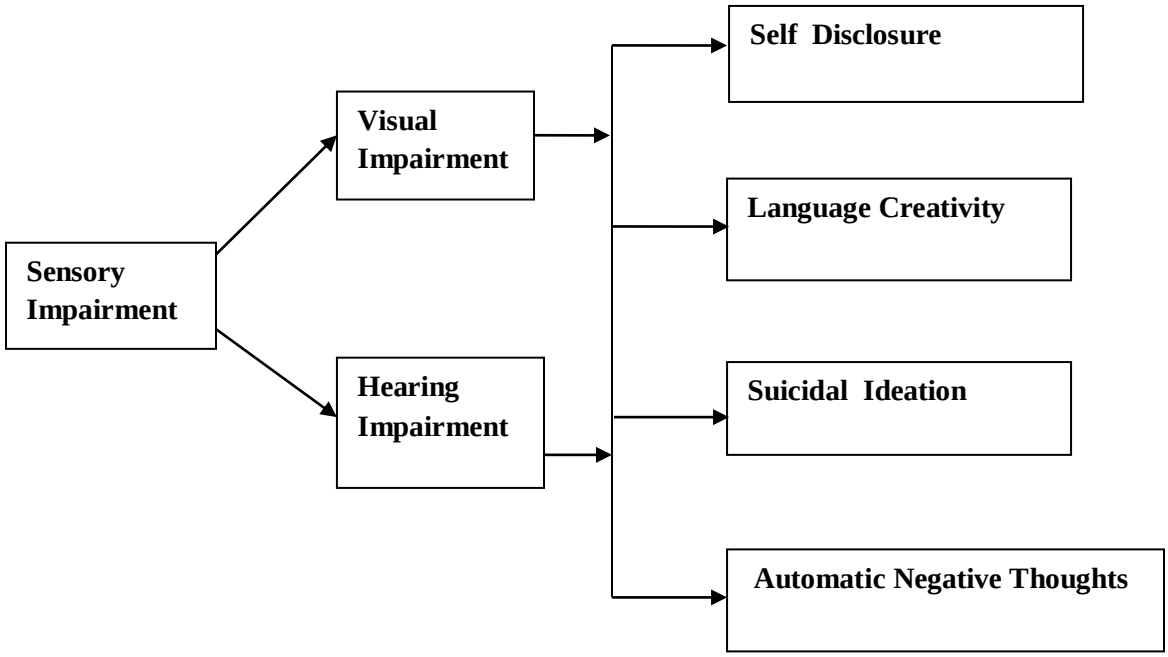
occur automatically, seem reasonable and believable. The worse we feel, the more likely we are to think negatively and believe these thoughts to be true, even though they are unreasonable and unrealistic. Negative thoughts are experienced by all of us at some time but are more prevalent and extreme whenever we feel stressed, anxious, irritable or depressed.

Significant studies: Bases for conceptual framework

Author's Name	**Year**	**Result**
McGaha & Fraan	2001	Children with visual impairment are less likely to initiate social contacts and often have problems with maintaining established social interactions
Kushalnagar et al	2007	Deafness can influence physical and mental health and social well-being of adolescents and might result in low self-esteem, irritability, isolation, disappointment, depression and anxiety and emotional and social problems. It gives rise to negative thoughts in individuals with hearing impairment.
Turner, Windfuhr & Kapur	2007	study revealed that individuals with hearing impairment are more likely to get depressed and have a higher risk of developing suicidal ideation.
Delage & Tuller	2009	found that adolescents with hearing impairment have language problems they lack in phonology and grammar.
Tadic, Pring & Dale,	2009	The findings suggested that there is a discrepancy in presentation of language ability in children with Visual Impairment

Fllinger, Holzinger, beitel, Laucht and Goldberg	2009	The children with visual impairment has impaired language skills.
Thomas ,Hurt & Gonzalez	2009	Found that hearing impairment negatively affects the interpersonal communications of adolescents with hearing impairment they also tend to distort their self-disclosures when interacting with a hearing target.
Pinquart & Pfeiffer	2014	Found that adolescents with visual impairment worry more and higher levels of worry were associated with depressive thoughts and with less optimism.
Greenaway & Dale	2017	Found that language development is distorted among the children with visual impairment.
Findlay	2017	Stated that many psychosocial factors such as negative social interactions and lower perceived ability to deal with stress were associated with depression and suicidal thoughts in adolescents with impairments.

CONCEPTUAL FRAMEWORK



GAP ANALYSIS

During the review, in many researches connection of impairments with these variables was found but the present research has its own importance for following reasons:

- Researches done in the past focused mainly over the acquired hearing or vision impairment.
- Very less work has been done on the adolescents with hearing and visual impairment.
- Few studies have shown effect over thought processes but no direct work has been done on automatic negative thoughts among the adolescents with hearing or visual impairment.
- Studies have shown independent effect of either visual impairment or hearing impairment. However no comparative study has been done so far of the psychological aspects.

Thus the present research add new dimensions in the field of impairments and its effect on psychological aspects.

METHOD

PROBLEM

To study the difference of self disclosure, language creativity, suicidal ideation and automatic negative thoughts among hearing impaired ,visually impaired and normal adolescents.

OBJECTIVES:

1. To compare the self disclosure between hearing and visually impaired adolescents.
2. To compare the language creativity between hearing and visually impaired adolescents.
3. To compare the suicidal ideation between hearing and visually impaired adolescents.
4. To compare the automatic negative thoughts between hearing and visually impaired adolescents.
5. To compare the self disclosure between hearing impaired and normal adolescents.
6. To compare the language creativity between hearing impaired and normal adolescents.
7. To compare the suicidal ideation between hearing impaired and normal adolescents.
8. To compare the automatic negative thoughts between hearing impaired and normal adolescents.
9. To compare the self disclosure between visually impaired and normal adolescents.
10. To compare the language creativity between visually impaired and normal adolescents.
11. To compare the suicidal ideation between visually impaired and normal adolescents.
12. To compare the automatic negative thoughts between visually impaired and normal adolescents.

HYPOTHESES

- There will be no significant difference of self disclosure between hearing and visually impaired adolescents.
- There will be no significant difference of language creativity between hearing and visually impaired adolescents.

- There will be no significant difference of suicidal ideation between hearing and visually impaired adolescents.
- There will be no significant difference of automatic negative thoughts between hearing and visually impaired adolescents.
- There will be significant difference of self disclosure between hearing impaired and normal adolescents.
- There will be significant difference of language creativity between hearing impaired and normal adolescents.
- There will be significant difference of suicidal ideation between hearing impaired and normal adolescents.
- There will be significant difference of automatic negative thoughts between hearing impaired and normal adolescents.
- There will be significant difference of self disclosure between visually impaired and normal adolescents.
- There will be significant difference of language creativity between visually impaired and normal adolescents.
- There will be significant difference of suicidal ideation between visually impaired and normal adolescents.
- There will be significant difference of automatic negative thoughts between visually impaired and normal adolescents.

OPERATIONAL DEFINITIONS

HEARING IMPAIRMENT: It stands for the type of sensory impairments in which there is a partial or complete loss of ability to hear which affects the overall development of individual. It may be congenital (by birth) or acquired.

VISUAL IMPAIRMENT: It is a type of sensory impairments in which the affected person loses his/ her ability to use the visual organs. It may include partial or complete loss of vision which may leads problems in development of different domains. It may be congenital or acquired.

SELF DISCLOSURE : It refers to the process by which one person verbally reveals information about himself or herself (including thoughts, feelings, and experiences) to another person.

LANGUAGE CREATIVITY: The ability to use all the factors of language like flexibility, fluency, originality and elaboration. It is not uniform in all the individuals as many factors play role in its development.

SUICIDAL IDEATION: It stands for the intentions and thoughts of self harm leads to death of the person. It may be due to challenges which individual thinks they cannot handle.

AUTOMATIC NEGATIVE THOUGHTS (ANTs): Automatic Negative Thoughts (ANTs) are the thoughts that just seem to pop into your head without warning or welcome. Frequently, Automatic Negative Thoughts are extreme, distorted, and unhelpful ways of interpreting an event or situation, which is why they are referred to as negative. Most people don't notice their automatic negative ways of thinking in response to negative situations.

JUSTIFICATION OF THE PROBLEM

According to WHO and World Bank, 2011, there are approximately between 93 million children and 150 million adolescents living with disabilities. Children and adolescents with disabilities are far more likely than their peers without disabilities to be denied their basic human rights. For example, recent estimates from the UN Educational, Scientific and Cultural Organization (UNESCO), (2018) suggest that in some low- and middle income countries (LMICs), 26% of adolescents with disabilities of lower-secondary school age are out of school, compared to only 18% of their peers without disabilities. However, while

both adolescence and impairments are moving up in the development agenda, as of yet, the needs of adolescents with disabilities have been largely ignored. Hearing and visual impairment are the types of sensory disabilities which lead to many social, personal, behavioral and cognitive problems. They negatively affect speaking, listening, understanding, language and social communication skills of individuals. In the process of development of various cognitive, personal and social domains our sense organs play a vital role, they help in comprehension of information acquired . For years the field of impairment was ignored for many reasons and barriers. After the act of PwD (1992) the area has gain interest but the researches are done to understand the ways of inclusion and rehabilitation only. In order to understand the conflicts deep inside the individuals the psychological aspects of impairment are needed to be assessed . Our society is becoming increasingly more and more materialistic. Emotional pressure is increasing day-by-day, especially at the adolescent stage . Unrest and frustration due to communication barriers and other social and psychological factors are occurring in almost all the spheres of their lives leading to imbalanced personalities in society and thus hampering their progress. Parents have no time to guide their children in case of impairment and the situation become worse as there is a lack of comprehension of nonverbal cues . In today's era of inclusion one must know the degree of affect by not having a sense organ and should explore the ways of using the residual abilities of individuals. Therefore researcher want to assess the differences in terms of personal, emotional and cognitive dimensions and tries to understand which sense organ is playing more important role in development of these domains, and by comparing hearing and visually impaired adolescents with their normal counterparts researcher wants to assess the deviation of development of different domains from standard norms.

VARIABLES

Independent Variables

- Hearing Impairment
- Visual Impairment

Dependent Variables

- Self Disclosure
- Language Creativity
- Suicidal Ideation
- Automatic Negative Thoughts

SAMPLE

150 adolescents of age 16-19 will be purposively selected from various general, inclusive and special schools of Uttar Pradesh and adjacent states. The sample will be matched on the basis of degree of impairment, age and education .

Impairment	**Sample**
Hearing impaired	50
Visually impaired	50
Normal	50
Total	**150**

Inclusion Criteria

for Sensory Impaired Adolescents

- Adolescents with severe to profound hearing or vision loss.
- Adolescents having at least higher secondary.

- Adolescents with congenital hearing or visual impairment.
- Adolescents with no other physical and mental impairment.
- Adolescents having age range 16-19 years.
- School achievement ranges from 55% to 75%.

For Normal Adolescents

- Adolescents with no physical and mental impairments.
- Adolescents having at least higher secondary.
- Adolescents having age range 16-19 years.
- School achievement ranges from 55% to 75%.

Exclusion Criteria

- Subjects with mild impairment.
- Subjects with acquired hearing or visual impairment.
- Subjects with any other impairment.
- Subjects with any mental illness.
- The subjects of below 16yrs and above 19yrs will not be included.

TOOLS

Self Disclosure Inventory

To assess the self-disclosure criteria of adolescents self-disclosure inventory developed by Sinha (1971) will be used. This inventory has been designed to measure the extent of self-disclosure of the Indian adolescents of both sexes of urban and rural population. This inventory assess the trend and magnitude of self-disclosure of the adolescents in different areas of self namely Money, Personality, Study, Body, Interest, Feeling, Ideas, Vocational and sex towards different target figures. The split half reliability was

calculated on 200 mid adolescents sample including male, female, urban and rural testees, and r was found to be 0.95 at 0.01 level.

Language Creativity Test

The Language Creativity Test (LCT) developed by Malhotra and Kumari (1989) will be used to assess the language creativity. The test has been developed with a sole purpose of measuring language creativity of school and college going students. It has five sub- tests namely – (i) Plot Building, (ii) Dialogue Writing, (iii) Poetic Diction, (iv)Descriptive Style, and (v) Vocabulary Test. Reliability of the sub tests are 0.87, 0.76, 0.79, 0.84 and 0.89 respectively.

Suicidal Ideation Scale

for the assessment of suicidal ideation " Suicidal Ideation Scale" developed by Sisodia and Bhatnagar (2011) will be used. This scale consists 25 items with five alternative options likewise 'Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree'. This scale is highly reliable and measured by test-retest method. The coefficient score was found 0.78 and 0.81 respectively. The scale has been highly valid and the coefficient score found 0.74.

Automatic Thoughts Scale (ATS)

It was developed by Hollon and Kendall (1980). The Scale contains 30 items. It is a five-point Likert-type scale consisting of the ratings "Never crossed my mind" (1 point), "Rarely crossed my mind" (2 points), "Occasionally crossed my mind" (3 points), "Frequently crossed my mind" (4 points) and "Always crossed my mind" (5 Points). The scale's internal consistency coefficient was 0.97. The Automatic Thoughts Scale was developed to identify the automatic thoughts accompanying depression.

All the tests will be elaborated verbally to visually impaired children and for hearing impaired the subjects will read and will be interpreted through Indian Sign Language if required.

RESEARCH DESIGN

More than two group design will be used.

STATISTICS

Mann- Whitney U test will be used.

IMPLICATION OF THE STUDY

In the era of inclusion the professionals are trying to utilize every single potential of the society that was ignored till now. Present study is an effort to study the level of cognition, emotional and personal domains among the sensory disabled (hearing and visually impaired) and by comparing both it could be understood that which sense modality has more effect over the stated domains. It will help in assessing the level of suicidal ideation due to restricted abilities. The research will provide an insight into to interpersonal communication and explore the level of automatic negative thoughts. Increase in the pace of life has left people with less time to understand the pain their young ones are going through, which leads to internal distress. In case of impairment a little more care is needed to make them feel as equally important for the society, by assessing the above stated domains a clear picture of affect due to sensory loss could be understood .The research will also help in understanding the deviations of development from normality due to loss of a sense modality and the required support could be provided to utilize the residual potential of adolescents.

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